

Reflections from Phase 1 of the National Evaluation the NCOP

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*NEON Summit: Taking NCOP into the next phase:
challenges and opportunities
Friday 10th May 2019*

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Background to NCOP

- Eliminating gaps in access and success to improve equality of opportunity in HE for under-represented groups is a key strategic priority for the OfS
- NCOP is supporting achievement of this aim by:
 - Targeting young people in areas with low absolute levels of HE participation and where participation is lower than expected given GCSE attainment
 - Funding a sustained, progressive and intensive programme of support over 4 years

Evaluation aims and objectives

- ***Formative evaluation*** examining the effectiveness of the processes involved in collaborative approaches to outreach and contributing to a fuller understanding of what works, in what context and why.
- ***Impact evaluation*** assessing changes in the rate of progression to HE at the programme level using experimental and quasi-experimental methodologies.

Our mixed-method approach

Formative evaluation

- Annual online survey of consortia staff and stakeholders
- Annual field visits to a cross section of consortia
- Review of local evaluation evidence

Impact evaluation

- Longitudinal participant survey linked to national tracking & admin data
- Three Randomised Control Trials

Capacity Building

- Webinars and support materials
- Support to develop local evaluation plans in line with national framework
- Case management to support engagement in impact evaluation

Outputs to date

- *Two internal progress reports for the OfS*
- *Development of a business case for the NCOP*
- *End of Year 1 report (published March 2018)*
- *End of Phase 1 report (forthcoming)*

National Collaborative Outreach Programme

*Year one report of the national formative and impact evaluation, including capacity building with NCOP consortia
March 2018*



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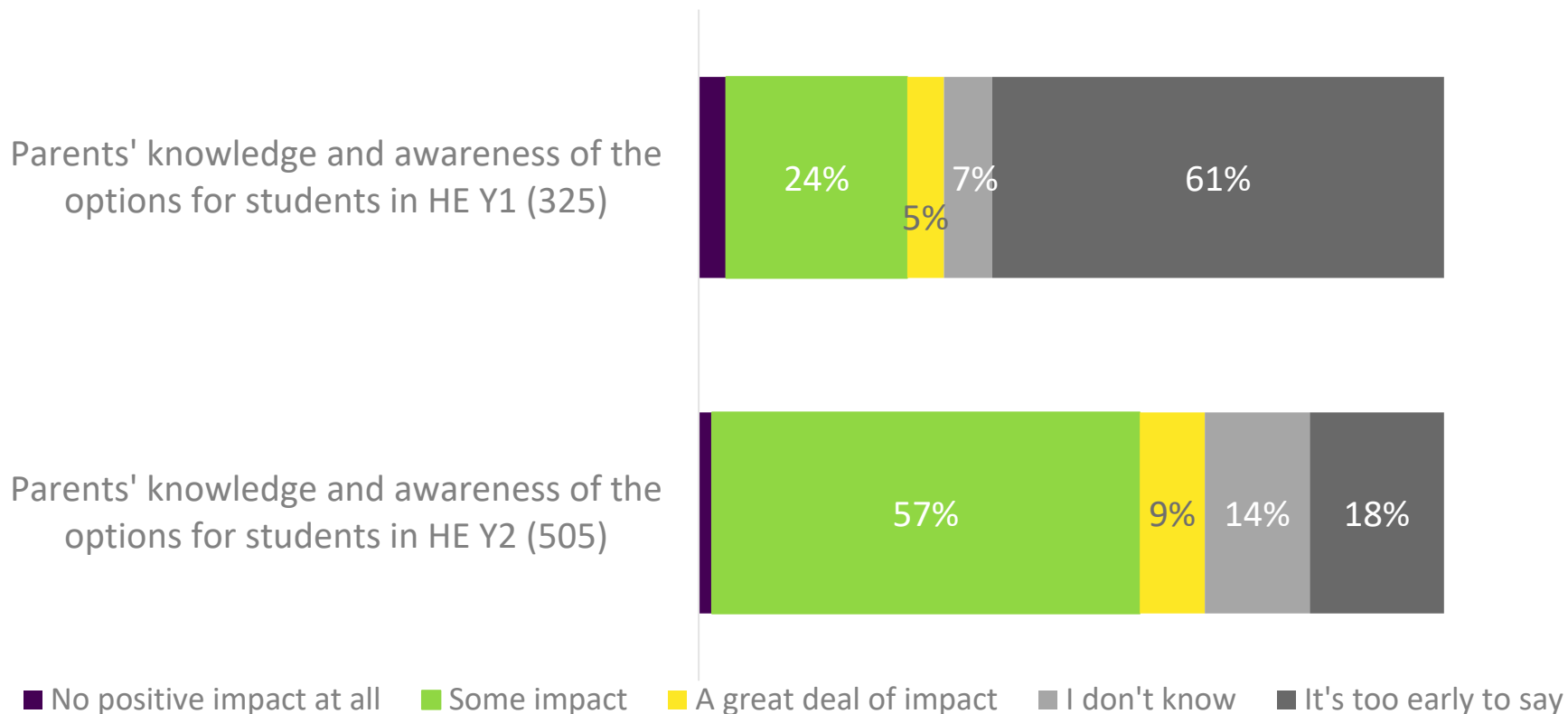
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*How NCOP is
supporting effective
outreach and
impacting on
progression to HE*

The value of collaboration

- **Operating models** reflect size and scale of consortia and local context
- Fostered the development of **new partnerships** and strengthened **existing relationships**
- **Extended reach** of individual consortium members and addressed '**cold spots**'
- Facilitated **access to knowledge and expertise** for individual consortium members
- Led to development of **varied offer** that can be **tailored to needs** of geographical area, schools/FECs and/or individual pupils
- Generated **fresh ideas & innovative approaches** to engaging pupils and other key 'influencers'

Perceived impact on parents & teachers

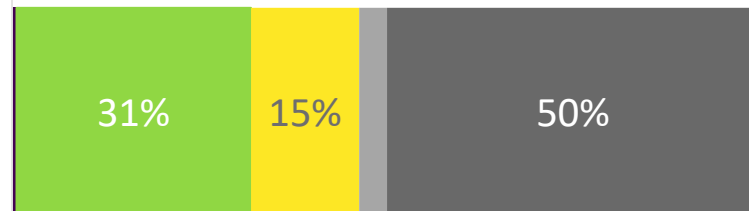


Benefits for Schools/FECs

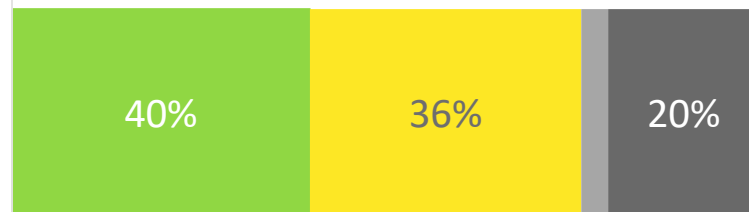
- **Access to outreach:** delivering outreach in some schools/FECs for the first time
- **Staff resources:** dedicated staff located within the schools/FECs to co-ordinate outreach
- **Staff development:** upskilling teachers to support target learners and sustain activities beyond the life of the programme.
- **Support for pupils:** activities and interventions to raise aspirations and increase rates of progression to HE

Perceived impact on learners

Likelihood that able pupils will consider HE who would have otherwise considered other options
Y1 (325)



Likelihood that able pupils will consider HE who would have otherwise considered other options
Y2 (504)



■ No positive impact at all ■ Some impact ■ A great deal of impact ■ I don't know ■ It's too early to say

Establishing impact

Participant learner survey - Sample

Baseline (W0) = 78,049

Wave 1 (W1) = 67,482

Matched W0/W1 sample = 14,871
(NCOP = 9,357 Non-NCOP = 5,514)

Linked to outreach
activity
7,182

Evaluating impact on participants

Participant survey measuring 3 key outcomes

- Attitudes towards HE
- Knowledge about HE
- Intentions to progress to HE

Evaluating impact on participants

3 RCTs measuring impact of specific interventions

- E-mentoring
- Text-based nudging
- Summer Schools

RCTs - lessons learned

- Ensure strategic buy-on from all parties involved in the trial
- Ensure the appropriate skills and capacity are available to design and implement the trial
- Set realistic timelines and test feasibility
- Ensure clear communication between strategic and operational teams and schools/FECs involved
- Anticipate and address ethical concerns and tensions that may arise as a result of pressure to achieve operational targets

Lessons summarised in our recent blog:

<http://cfe.org.uk/2018/11/28/implementing-randomised-controlled-trials-to-evaluate-the-impact-of-outreach-activity-lessons-learned/>

Local evaluation evidence

- All 29 consortia submitted an evaluation plan which was reviewed by CFE
- Formative / process evaluations to understand how effectively interventions are being delivered
- Impact explored through pre/post students, limited use of experimental methods.
- 20 consortia responded to recent call for evidence
- A wide variety of documents submitted for review examining impact of individual interventions such as workshops and IAG talks and integrated programmes.

Thank you!

For more information contact

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